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ABSTRACT

This report describes the activities of the Distance Education Committee (DEC), an initiative sponsored by TVOntario (TVO) from February 1987 to April 1988. The three major goals of the initiative were: (1) to encourage the development of distance education in Ontario by providing an opportunity for adult education institutions and organizations to cooperate in solving problems related to distance education; (2) to enable TVO to become better integrated into the educational community of Ontario; and (3) to increase TVO's awareness of issues and problems that will be of concern in the future. It was not intended that the DEC advise TVO about its programming or recommend materials for broadcast; rather TVO was to act as committee coordinator and member of the subcommittees (whose areas were basic functionality, francophone, occupational preparation, and maintenance and planning framework), each of which was to provide a forum in which experts could work together to find solutions to specific educational needs in the area of distance education. Attention is given to both the outcomes of the initiative and the process involved in developing and supporting a venture of this size and scope. The paper concludes with an analysis of the reasons for the success of the initiative as well as suggestions for improvement in future ventures of this sort. (Author/GL)

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Number

DISTANCE EDUCATION COMMITTEE INITIATIVE
An Overview of the Process and Outcome

Title

Sandra Campbell, Francine Lecoupe and Judith Tobin

Author

November 1988

Date

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Planning and Development Research
Planification et recherche en développement

Working Paper 88-6

DISTANCE EDUCATION COMMITTEE INITIATIVE

An Overview of the Process and Outcomes

By Sandra Campbell
Francine Lecoupe
Judith Tobin

November 1988

Manager, Planning and Development Research: Judith Tobin
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SUMMARY

GOALS

The Distance Education Committee was launched as a TVOntario initiative in support of three major goals:

- to encourage the development of distance education in Ontario by providing an opportunity for adult-education institutions and organizations to cooperate in solving problems related to distance education;

- to enable TVOntario to become better integrated into the educational community of Ontario; and

- to increase TVO's awareness of issues and problems that will be of concern in the future.

It was not intended that this committee advise TVOntario about its programming or recommend materials for broadcast; rather, TVO was to act as committee coordinator and member of the subcommittees, each of which was to provide a forum in which experts could work together to find solutions to specific educational needs in the area of distance education.

The Distance Education Committee (DEC) included 35 participants from universities, colleges, school boards, community education, labor, business, and government, as well as 16 TVOntario staff members from the research and programming areas. Although the external members of the committee were representative of their individual constituencies, they had not been formally designated as such by their respective organizations or groups.

TVOntario agreed to support this initiative from February 1987 until April 1988, and resources of the Planning and Development Research department were allocated to provide coordination and overall support of the committee and its subcommittees.

As a result of the first meeting, the following subcommittees were established: Basic Functionality, Francophone, Occupational Preparation, and Maintenance and Planning Framework. It was agreed that each subcommittee would develop fundable projects aimed at solving problems of mutual concern, at the same time avoiding duplication of existing programs or services. Each subcommittee produced a project proposal.

MANAGEMENT AND SUPPORT OF THE SUBCOMMITTEES

The management and support of each subcommittee was provided by the Planning and Development Research department, with the following mandate:

1. To offer leadership and direction to each subcommittee by furnishing research and information as needed.

2. To establish cooperative, equal relationships among subcommittee members so that each subcommittee could function effectively as a problem-solving group. This involved establishing and maintaining a variety of communication mechanisms that ensured that all members' contributions were acknowledged, used, and reflected in the final products.

3. To build commitment to a final outcome and ownership of a final product by a continuous reiteration and discussion of the roles and responsibilities of the members.

4. Once the projects had been defined, to hand over responsibility to the institution or agency most able to carry them out.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT PROJECTS

- Staff assigned to the project should be able to provide strong research and coordination support and understand the human factors operative in successful problem-solving groups. These include the following factors: that people participate to the degree that they believe that their ideas will be heard and respected; to the degree that they have a shared understanding of the direction they are pursuing; and to the degree that they believe that the task at hand is worthwhile and has potential for solution.

- From the outset, the goals of the project and the roles of the participants must be clearly understood and shared by all. These definitions and clarifications should be frequently reiterated during the project to ensure understanding and acceptance by every participant.

- Subcommittee leaders should be chosen for their understanding of the project and for their ability to act as facilitators of problem-solving sessions.

- The planning principle of working with community representatives-and not for them, or vice-versa-should be adhered to.

- Belief in the group and trust in their collective expertise to arrive at the planned outcome should be demonstrated through a "personalized" decision-making process.

- Information exchange mechanisms should be established between the organizers and other sectors of the host organization.

- Ongoing feedback and communications mechanisms should be arranged among the participants; this will help maintain motivation and ensure clarity of communications.

- The organizers should be flexible and be prepared to modify committee or subcommittee actions and activities in such areas as membership or the scheduling of meetings, for example; to consider the use of teleconferencing, if necessary.

- It should be understood that small things please people and make them more productive; these can include well-planned meetings, good food, opportunities to engage in informal discussions, and occasions for networking, for example.

ABRÉGÉ

BUTS

Le Comité de formation à distance a été institué et appuyé par TVOntario dans le dessein d'atteindre trois buts essentiels :

- promouvoir le développement du télé-enseignement en Ontario en favorisant, auprès des divers établissements et organismes actifs dans le domaine de l'éducation des adultes, une collaboration et une action concertée en vue de la solution de problèmes communs, et ce grâce aux possibilités entrouvertes par la formation à distance ;

- permettre une meilleure insertion de TVOntario dans le milieu ontarien de l'éducation ;

- donner à TVO une nouvelle perception des questions et des difficultés pouvant surgir à l'avenir.

Cette initiative n'a pas été prise pour conseiller le réseau ou pour lui suggérer de nouveaux contenus d'émission, mais pour que TVOntario joue plutôt un rôle de coordonnateur et de membre des sous-comités dont chacun devenait une tribune où des spécialistes pourraient travailler de concert et sur un pied d'égalité en plaçant l'accent sur des besoins éducatifs précis et en élaborant des projets susceptibles de répondre à ces besoins.

Le Comité de formation à distance (CFD) se composait de 35 membres provenant des universités, collèges et conseils scolaires ainsi que du milieu de l'éducation communautaire, du travail, des affaires et du secteur public, avec la participation de 11 membres du personnel de TVOntario. Les membres externes du Comité étaient représentatifs de leur circonscription, sans pour autant représenter officiellement l'organisation à laquelle ils appartenaient. TVOntario convint de soutenir l'initiative de février 1987 à avril 1988, et les ressources de la Planification et recherche en développement furent dédiées à la coordination et au soutien du Comité et des sous-comités dans leur ensemble.

À l'issue de la première assemblée, quatre sous-comités furent créés pour se focaliser sur les besoins éducatifs propres à l'Ontario, comme suit : fonctionnement de base, francophone, formation professionnelle et recyclage, cadre de planification. Tous furent d'accord pour aboutir à des projects bien structurés visant à la solution des problèmes communs, sans duplication de programmes et de services existants. Chaque sous-comité formula une proposition de projet.

PROCESSUS DE DIRECTION ET SOUTIEN AUX SOUS-COMITÉS

La Planification et recherche en développement a assuré la direction et donné aux sous-comités le soutien requis, selon un processus destiné à concrétiser les aspects suivants :

1. Guider et orienter chaque sous-comité en matière de recherche et lui fournir toute information utile.

2. Susciter la collaboration et établir des relations d'égalité entre les membres des sous-comités, pour que chaque sous-comité agisse comme un groupe orienté vers la solution des problèmes. Cet objectif a été atteint en établissant et en maintenant actifs parmi tous les participants un certain nombre de mécanismes de communication de sorte que tout apport personnel a été dûment pris en considération et mis en valeur pour se refléter enfin dans le résultat final.

3. Promouvoir une attitude d'engagement envers le projet commun ainsi qu'un sentiment d'appartenance. Cela s'est réalisé grâce à un rappel et des échanges constants touchant au rôle et aux responsabilités des membres.

4. Transmettre la responsabilité à l'organisme le plus apte, une fois les projets définis.

PROJETS DE DÉVELOPPEMENT FUTURS : RECOMMANDATIONS

- S'assurer du dévouement de membres du personnel capables de donner un apport valable en termes de recherche et de coordination et comprenant pleinement les facteurs humains qui interviennent dans les groupes orientés vers la solution de problèmes, à savoir que les membres d'un groupe participent d'autant plus activement qu'ils estiment que leurs idées seront écoutées et respectées, qu'ils développent une perception commune de la direction à suivre et qu'ils savent que le travail à accomplir en vaut la peine et aboutira à des résultats concrets.

- Définir, dès le commencement, les buts de l'initiative et les rôles des participants. Veiller à ce qu'ils soient compris et partagés par tous, avec un rappel fréquent au long du projet pour s'assurer de la compréhension et de l'acceptation de tous les participants.

- Sélectionner les meilleurs animateurs de groupe qui, au sein du sous-comité, ont une compréhension claire de la démarche entreprise et de leur rôle de catalyseurs de solutions partagées.

- Observer le principe d'organisation qui veut que l'on travaille avec les représentants des communautés et non pour eux ou vice-versa.

- Avoir confiance dans le groupe et dans sa capacité d'aboutir à un résultat planifié par un processus de prise de décision personnalisé.

- Établir, en cours de projet, des mécanismes d'échanges d'information entre les organisateurs et les autres services de l'organisme hôte.

- Assurer constamment une rétroinformation et des mécanismes de communication entre les participants afin d'entretenir la motivation et ne laisser subsister aucune zone d'ombre à cet égard.

- Montrer de la flexibilité et être favorables au changement, c'est-à-dire la modification du cours des événements et des activités, en ce qui concerne les membres, l'horaire des réunions et le recours aux téléconférences, le cas échéant.

- Comprendre que les gents sont sensibles aux petites choses, telles que des réunions bien structurées, une bonne table, des converstions spontanées et un réseau d'entraide.

ACTION DES SOUS-COMITÉS

Sous-comité Cadre de planification

Le sous-comité s'est préoccupé de combler le besoin d'un document qui servirait de guide pour les organisateurs, bailleurs de fonds et gestionnaires des programmes actuels ou éventuels de formation à distance. Lors des réunions, une liste de contrôle a été dressée comprenant tous les sujets qui intéressent les nombreuses composantes de la formation à distance y compris les services de soutien, l'estimation des prix de revient, la formation et le perfectionnement du personnel, la technologie, la conception de cours et programmes et les facteurs de politique. La iste de contrôle partait de la perspective du bénéficiaire de la formation et se fondait sur les Principes à appliquer dans le domaine de la formation à distance, établis également par les soins du sous-comité. Elle se double d'une liste de documents imprimés et audiovisuels et d'un glossaire. La proposition visant à aller de l'avant avec le document a été précisée et chiffrée. L'institut d'études pédagogiques de l'Ontario se chargera

de la matérialisation du projet, accessible tant en français qu'en anglais, aussitôt que des fonds pourront être réunis à cette fin. Des contact ont également été pris avec la Open Learning Agency de la Colombie-Britannique, en vue de l'établissement d'une coopération éventuelle.

Sous-comité Fonctionnement de base

Le sous-comité a établi qu'il existait un besoin réel en ce qui concerne le matériel pédagogique à l'usage des éducateurs qui travaillent dans ce domaine, notamment dans les communauté rurales et éloignées. La PRD a préparé des documents touchant les besoins en matière d'alphabétisation en Ontario, les animateurs de cette formation, les fonds publics disponibles, les besoins de ressources et de soutien de la part des éducateurs ; et encore, le contenu, la manière de concevoir, d'utiliser et de répartir les sevices de formation de maîtres dans d'autres provinces du Canada et la situation de l''Ontario dans ce domaine. Le sous-comité s'est penché longuement sur l'utilisation efficace de la vidéo pour les besoins de la formation des éducateurs et sur la préparation de matériels imprimés conçus comme support des ressources vidéo utilisées en groupe et individuellement. La proposition fut remaniée à maintes reprises avant d'être parachevée et chiffrée. Elle a eu pour effet d'amener le ministère qui subventionne les programmes d'alphabétisation en Ontario à prendre à sa charge les éléments clés du projet et à les intégrer dans les services qu'il offre à la population.

Sous-comité francophone

Le sous-comité francophone a été, en mai dernier, l'hôte d'un minisommet qui a réuni plus de 30 enseignants de français de l'Ontario pour examiner les réalisations possibles dans le domaine de la formation à distance à l'avantage des Franco-Ontariens. La PRD a fourni l'information concernant les possibilités existantes en matière de télé-enseignement en langue française et a établi un cadre pour la formation des francophones. Compte tenu des débats qui ont eu lieu à ce mini-sommet, le sous-comité a résolu de concentrer son attention sur les ressources destinées à faciliter la transition entre l'enseignement secondaire et postsecondaire. Étant donné que ces ressources seraient essentiellement de nature télévisuelle, les Services de la programmation française de TVOntario ont accepté d'être le maître d'oeuvre de cette initiative. D'autres membres du sous-comité continueront de contribuer au développement des ressources. Le sous-comité a décidé également de poursuivre ses discussions et de continuer à offrir sa collaboration et a recommandé au ministère des Collèges et Universités d'envisager le maintien d'un comité consultatif interinstitutionnel sur la

formation à distance des francophones et de coordonner le développement d'une telle formation en Ontario.

Sous-comité Formation professionnelle et recyclage

Ce sous-comité a choisi de se concentrer sur la question de la perte d'emploi qui affecte les travailleurs, lerus familles, les amis, leurs communautés et jusqu'aux services qui leur sont offerts. Il se propose surtout de mettre à la disposition des individus, de leurs familles et des organismes communautaires chargés de les aider le matériel pédagogique et les projets appropriés. Afin de permettre une discussion éclairée, la PRD a fourni les documents étayant les besoins de la formation en Ontario, les sources possibles de financement et les actions analogues entreprises en Amérique du Nord et au Royaume-Uni, ainsi que les ressources humaines et matérielles nécessaires au projet.

Les membres du sous-comité ont résolu qu'avant de se lancer dans l'exécution d'un projet ambitieux une étude visant à mettre sur pied un projet pilote s'imposait. Par conséquent, la proposition qui est actuellement sur le tapis va dans le sens d'une étude tendant à élaborer et à exécuter un projet pilote mené par Development Initiatives Inc. -- groupe qui s'occupe de l'éducation des adultes et de la formation communautaire -- sur le contexte approprié, les médias et les collectivités. Pour ce projet, un comité consultatif élargi serait mis sur pied afin de comprendre les personnes associées de près aux problèmes de la perte d'emploi en Ontario.

DISTANCE EDUCATION COMMITTEE INITIATIVE

INTRODUCTION

This paper describes the activities of the Distance Education Committee (DEC), an initiative sponsored by TVOntario from February 1987 to April 1988. Attention is given here both to the outcomes of this initiative and the process that was involved in developing and supporting a venture of this size and scope. The paper concludes with an analysis of the reasons for the success of this initiative as well as suggestions for improvement in future ventures of this sort.

BACKGROUND

The Distance Education Committee was conceived in response to a number of trends:

- The growing demand for access to adult education by individuals, businesses, communities, and governments;

- An increasing recognition that some of these demands could be met only through distance education;

- The recognition that the needs for educational opportunities that allow people to remain in their own communities were too vast and diverse to be met by any single organization;

- The acknowledgment that collaborative efforts in distance education could result in better service.

As TVOntario is the educational broadcasting authority in Ontario, this organization is particularly well suited to initiate collaborative projects in education. Since 1970, TVOntario has produced and distributed learning resources, in English and French, to the people of Ontario via broadcast television and related media. TVOntario also conducts research on applications of communications technologies in education, provides support activities designed to enhance the use of television in educational environments, and operates under the authority of both a provincial statute and federal broadcast licenses. Provincial grants account for over 70 percent of the organization's base budget; the remainder is generated by a combination of federal grants, contributions from individual viewers, private

corporations, foundations, and government departments as well as revenues from sales of programs, publications, and services. TVOntario reports to the Ontario legislature through the Minister of Culture and Communications.

The idea of the Distance Education Committee was conceived by Mimi Fullerton, soon after her appointment as Director-General of TVOntario, in the belief that the organization needed to forge new links with the educational community of the province. The concept was refined and expanded in preliminary discussions with Judith Tobin, Manager of the Planning and Development Research department. This initiative was intended to explore the potential for distance education and offer an opportunity for TVOntario to develop positive, cooperative relationships with Ontario educators. (TVOntario's Chairman and Chief Executive Officer, Bernard Ostry, provided solid support of the project as did TVO's Executive Management Committee.) Fullerton and Tobin became co-chairs of the project, with the responsibility for design and leadership assumed by the Planning and Development Research department (PDR). Sandra Campbell and Francine Lecoupe, Research Officers in PDR, coordinated the subcommittees; Thelma Berris provided the research support; and Sharon Parker, Catherine Brennan, and Barbara Jordan provided administrative support.

The nature of the Distance Education Committee was well suited to the capacities and experience of the Planning and Development Research staff. This department is part of the Policy, Research, and Planning sector at TVOntario. Its major role is to advise the organization on developments in education, broadcasting, and related fields, and to propose programs and services by which TVO can best respond to these developments. PDR is responsible for audience research, for annual studies on education, demographics, socioeconomics, technology, government, and broadcasting, for yearly updates on the use of technology in education, and for projects defining future directions for educational broadcasting.

In the case of the Distance Education Committee, it was initially expected that PDR staff would provide the research, prepare the documentation, write up the minutes, and generally coordinate the subcommittee's work. While this estimate proved accurate, the number and diversity of these activities far surpassed expectations. For these reasons, the continuance and final success of the project were only due, in large part, to the support of senior management and considerable effort on the part of PDR staff.

INITIAL PLANNING

The underlying theme of the Distance Education Committee was cooperation, with the members of the committee committed to analyzing educational needs in Ontario and designing programs or projects in response. These projects were to reflect and draw on the expertise and perspectives of all participants, and not be limited to the capacity of any one organization. TVO also made it clear that, although it was organizing and funding this initiative, the group was not to function as a TVOntario advisory committee nor were the projects to assume the use of broadcast television or the involvement of TVOntario. Eventually, broadcast television and TVOntario leadership became part of one proposal, and were under consideration for another.

The operating assumptions that would guide TVO's actions throughout the project were clarified in a series of meetings among TVO staff prior to the first DEC event. These assumptions were as follows:

- After analyzing the present situation, each subcommittee would work toward filling real gaps in educational needs in the province, and would avoid any project that would result in the duplication of existing programs or services;

- Because of the collaborative nature of the committee and the desire to work cooperatively, participants would have to operate with a certain level of uncertainty as to the specifics of the process and the final outcome;

- A certain amount of *ad hoc* planning would be inevitable.

Three goals were paramount:

1. The committee, by merging the knowledge, skills, and resources of the Ontario adult education community, would develop fundable projects to solve mutual problems through distance education.

2. Through this experience, TVO would gain a new understanding of the kinds of issues and problems that needed to be considered in the future.

3. TVO would establish new working relationships with the community it serves.

To form the committee, TVOntario invited representatives of Ontario's adult education community; participants came from universities, colleges, school boards, community education, labour, and business. This membership was

increased after the subcommittees had established their focus, and when more people were needed to facilitate subcommittee work. Members participated as individuals and not as formal representatives of their organizations. Their role was to assist in the analysis of the current state of distance education in the province and to recommend distance education programs and services that might be required.

THE OPENING MEETING, 27 FEBRUARY 1987

At this first meeting, 23 representatives of Ontario's adult education community joined 16 TVO staff people for a full day of planning and discussion. The agenda was designed to achieve consensus on the committee's terms of reference, and on the focus, membership, and responsibilities of the subcommittees. A discussion of needs and opportunities in distance education included examples of distance education programs and services in other jurisdictions. Participants also shared their visions and their scepticism about what this committee could or should accomplish. One of the visions that emerged clearly and strongly was that, because of meagre resources, access to education could be maximized through integrated cross-institutional services.

In addition, the following concerns emerged:

1. It was necessary to define the role of the committee in serving distance education needs in the province;

2. It was necessary to see technology as a resource used to maximize access to education, not as an end in itself;

3. The structure and operating procedures of the proposed subcommittees would determine the outcome of the entire initiative;

4. There was considerable scepticism about TVO's motivation in sponsoring and supporting such an initiative. A continuous refrain was, "What is TVO's hidden agenda?"

In the afternoon, the participants grouped themselves along linguistic lines: French members met to consider what activities they could undertake and what their future agenda could be, while the English-language educators met to discuss problems and priorities in distance education in Ontario. The latter divided into three subgroups, each of which made specific suggestions, including the focus and design of the different subcommittees. However, no decision was reached at this time as to subcommittee definition or

membership. This fact caused some degree of frustration among the participants and enhanced scepticism about the viability of an inter-institutional working group.

Despite the fact that no subcommittees were finalized, participants expressed a desire and a commitment to continue working together, even if the details of what, when, and how were yet to be decided. PDR staff understood that, in order to maintain the momentum created by this first meeting, participants needed to understand the scope, roles, responsibilities, and possible outcomes of their participation in the committee's work. For these reasons, it was decided to send the participants detailed minutes of the first meeting in which their comments and concerns were expressed as closely as possible. The same mailing included a very detailed action plan and operating procedures, both of which were intended to reflect participant suggestions and ideas, and to define concretely the nature of TVOntario's commitment. This document outlined the focus for five subcommittees and the procedures, activities, projected outcomes, time lines, and meeting dates for each. Above all, TVO's tasks and responsibilities were made very clear. The last item of the mailing was a sheet on which participants were asked to choose membership in one of five subcommittees and suggest new members or guests that might serve on them as well.

The response rate to this mailing was so high that within several weeks we were able to define the focus (see chart 1) and membership (see Appendix A) of four subcommittees and set the first meeting dates.

The subcommittees chosen were:

1. **Francophone,** to focus on the need for increased access to education among the Franco-Ontarian community ;

2. **Basic Functionality,** to focus on literacy and basic education for adults;

3. **Occupational Preparation and Maintenance,** to focus on skills training, retraining, and workplace learning; and

4. **Planning Framework,** to focus on the needs of professionals working in distance education.

PDR staff then began to organize the first day-long meeting of each subcommittee (see chart 2), and to prepare background documents about other, more formal collaborative and/or distance education models, as well as issues relevant to the focus of each subcommittee.

CHART 1

DISTANCE EDUCATION SUBCOMMITTEES

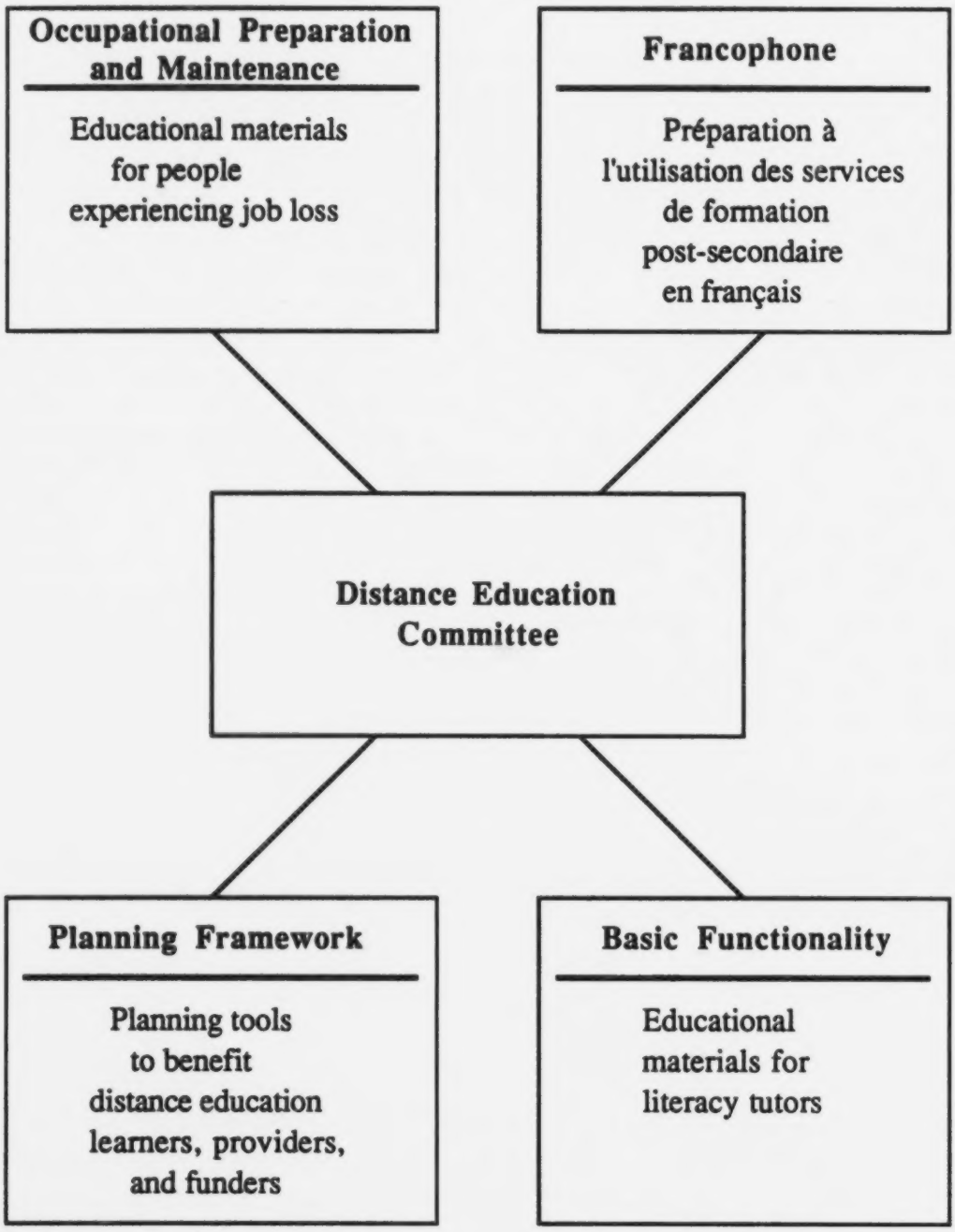
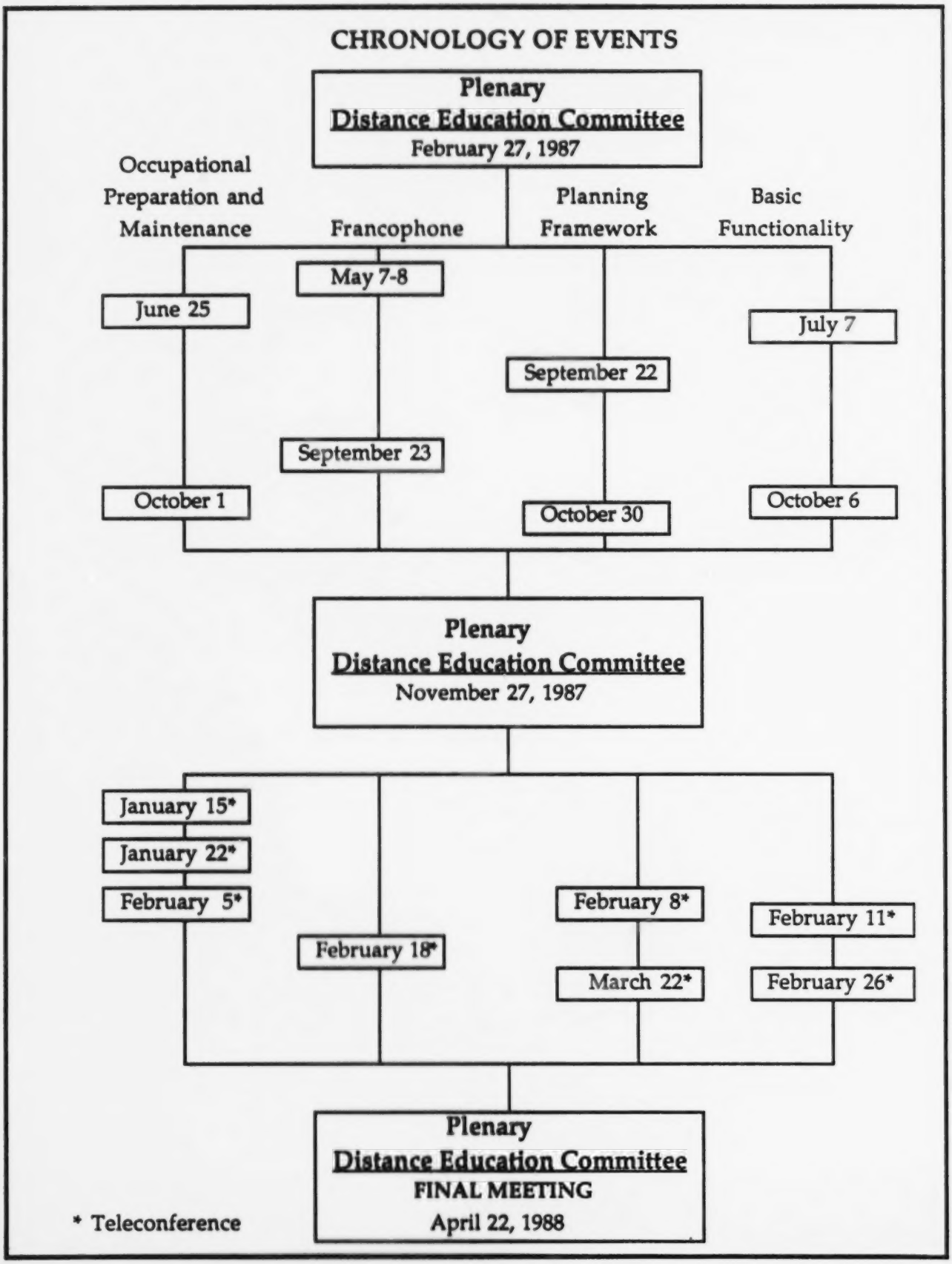

Occupational Preparation and Maintenance
Educational materials for people experiencing job loss
Francophone
Préparation à l'utilisation des services de formation post-secondaire en français
Distance Education Committee
Planning Framework
Planning tools to benefit distance education learners, providers, and funders
Basic Functionality
Educational materials for literacy tutors

CHART 2


CHRONOLOGY OF EVENTS
Plenary
Distance Education Committee
February 27, 1987
Occupational Preparation and Maintenance
Francophone
Planning Framework
Basic Functionality
May 7-8
June 25
July 7
September 22
September 23
October 1
October 30
October 6
Plenary
Distance Education Committee
November 27, 1987
January 15*
January 22*
February 5*
February 8*
February 11*
February 18*
March 22*
February 26*
Plenary
Distance Education Committee
FINAL MEETING
April 22, 1988
* Teleconference

SUBCOMMITTEE PROCESS OVERVIEW

It was understood that the coordination and support of the DEC subcommittees would significantly affect the outcome of the project, and that success in these areas would enable us to achieve the following goals:

1. At the outset, to provide leadership and direction to each subcommittee;

2. To establish cooperative, equal relationships among subcommittee members so that each subcommittee could work together to find answers to mutual problems;

3. To build commitment to a final outcome;

4. To build ownership of a final product;

5. Once the desired projects had been defined, to hand them over to the institution most qualified to see them through to completion.

To achieve these goals, it was necessary that the subcommittee process encourage the active participation of all members and keep motivation high. Because of their experience as adult educators and their understanding of the factors operative in group work, PDR staff recognized that people participate to the degree that: they believe their ideas will be heard and respected; they have a shared understanding of the direction they are pursuing; they believe that the task at hand can be solved and is worth solving; and they are convinced that their input will make a difference in the final outcome. Although the work of coordinating and supporting this project was guided by these principles, the activities themselves evolved in response to the unique nature and needs of each subcommittee, and therefore varied somewhat from subcommittee to subcommittee. For these reasons, effective coordination and support required the following:

- A shared definition of distance education. This was circulated for subcommittee approval at the first meeting (see Appendix B).

- A shared understanding of TVO's roles and responsibilities, as well as those of the group members. A statement of what TVO could and could not do was issued at the first subcommittee meeting as a preliminary to the discussion of goals; this statement repeated what had already been proclaimed at the February meeting (see Appendix C).

- An information base about the issues, challenges, and concerns unique to each subcommittee, so that target areas and goals could be quickly established. Discussion papers written for two subcommittees, Basic Functionality and Occupational Preparation and Maintenance, outlined the key issues and problems in Ontario. In addition, a conference to consult the wider francophone community was organized.

- Information and expert advice provided as required, including, for example, detailed information about the needs of the targeted client group; potential project funders; and activities in other jurisdictions. In one subcommittee, an external consultant was hired to provide critical comment on the viability of a proposal.

- Mechanisms for continuous information, idea exchange, and feedback; these included meetings followed by detailed minutes, formats for the development of action plans, telephone consultations, as well as teleconferences. By these and similar methods, the deliberations and decisions of subcommittee members were incorporated into the development of a proposal for funding (see Appendix D for a summary of the proposals).

- PDR leadership, to ensure that all the issues inherent in the development of the proposals were considered by each subcommittee.

The work of the individual subcommittees went very quickly and, by the beginning of November 1987, each had demonstrated high commitment and energy. Each group identified a problem and then worked out a proposal that included the definition of the target group, project content, and educational design. After this had been accomplished, a new stage had been reached. It was now necessary to begin the difficult and delicate task of determining responsibilities, means, and timelines for all dimensions of the proposals: development, utilization, distribution, promotion, copyright, and ownership. It was understood that before any proposals could be submitted for funding, the following questions would have to be taken up in each subcommittee:

Development

- Who will develop the materials? How will the selection be made? What criteria will be used?
- Who will manage the development process? Will it be an individual or an institution? Will there be an advisory committee? How will these people be remunerated?
- How will project funds be administered? By which institution?

- What resources (staff secondment and/or dollars) are members prepared to commit?

Utilization

- Will utilization activities be a part of the funding proposal (training workshops, etc.)?
- Who will administer this aspect of the proposal? Who will manage its funding?
- What resources (staff and dollars) are members prepared to commit in this area?

Distribution

- Who will distribute the final products?
- How will distribution be paid for? Is appropriate funding for this built into the proposal?
- What resources are members prepared to commit?

Promotion

- Who will handle the promotional activities? How will promotional funds be administered?

Ownership/Copyright

- Who will own any product that is developed?

The goal of the plenary meeting in November 1987 was to ensure that all members understood the importance of deciding the roles and responsibilities for every aspect of each subcommittee's project. The plenary also provided an important opportunity for the members to share their progress and to confer with each other about their particular work. Participants expressed their conviction that this general sharing heightened their motivation and spurred them on to renewed effort.

When the committee came to consider the procedures and roles for the development, ownership, and use of the final product, a peculiar difficulty arose. As TVOntario had been handling the activities of coordination and support so well, it was not easy to persuade the others that TVO could not and would not take a leading role in managing the development and implementation of project ideas unless it clearly fell within the mandate of TVO as an educational broadcaster.

INDIVIDUAL SUBCOMMITTEE PROCESS

The Occupational Preparation and Maintenance Subcommittee

The 12 members of this subcommittee represented the providers and funders of work-related education and training: the universities (University of Toronto), the community colleges (St. Clair College), the unions (Communications Workers of Canada), and government ministries (Ministry of Labour, Ministry of Colleges and Universities). Unfortunately, the private sector was not represented. The TVO staff who were members of this subcommittee were senior members of the Part-time Learning Branch, English Programming Services, and had considerable experience in the development of television-based learning systems, some of which dealt with workplace learning. This membership was in keeping with the broad mandate of this subcommittee whose considerations included skills training, retraining, workplace learning, management training, professional development, and career development.

After carefully considering what the subcommittee could do, members worked to decide what it should do. Initially, the issue of the personal difficulties of coping with ongoing change in the labor market seemed to be a problem to which an educational response would be suitable. However, at the second meeting, members shifted their focus to the issue of job loss, and the significant personal and social dislocations that occur as a result. The overriding consideration in the thinking of subcommittee members, led by Bob Czerny, was that job loss is not an individual problem, but an issue that involves families, social service agencies, and municipal governments; in consequence, a response that considers the needs of the individual is not nearly so effective as one that targets all the groups implicated. The lengthy discussion of this point was enlightened by the knowledge and experience of Lisa Avedon of the Employee Adjustment Program of the Ministry of Labour. The subcommittee then agreed to develop a multifaceted educational initiative that considered the needs not only of individuals but also of their families and communities as well. The project included the development of distance education materials for use by individuals and families experiencing job loss as well as by the network of established community services which intervene in cases of job loss. Educational broadcasts and community-based workshops were considered as possible aspects of an educational response in addition to educational materials.

After this proposal had been articulated at the second meeting, it was decided to reflect on it to allow for 'sober second thoughts'. At this point, PDR invited Susan Wismer, an expert in both adult education and community

development, to consider the project and advise on its viability. Her considerations, presented at the third subcommittee meeting, enabled the members to understand more fully the size of the project, the institutions that would be involved, and the complexities inherent in its development and implementation. The use of an outside consultant was unique to this subcommittee.

It was decided to explore the funding opportunities for such a proposal. Individual members conducted informal surveys among funding agencies and educational institutions to discover the complexities of the project. PDR arranged two teleconferences to confer on the results of their findings. This exploration, as well as the considerations brought to the subcommittee's attention by consultant Susan Wismer, led to the decision to apply for funding to develop and design a pilot project that would test and demonstrate the feasibility of a fully implemented project operating on a province-wide basis.

A proposal for this feasibility study was written and approved by the subcommittee and has since been submitted to a government ministry for funding.

The question of who should be the lead organization for the receipt of funds and for the development and implementation of the feasibility study was resolved quite easily in this subcommittee. It was decided to request Susan Wismer's consulting company to assume this role.

Basic Functionality Subcommittee

This subcommittee convened to consider issues in adult basic education. Members, all from providers of literacy education in Ontario, included representatives from school boards, community colleges, and voluntary agencies. As well, the umbrella group for literacy providers in Ontario, the Ontario Literacy Coalition, was represented, and geographic distribution was respected, with two members from northern Ontario and one from the rural southwest. The principal government ministry responsible for literacy funding was also represented.

The subcommittee chose to focus on the need of training for new tutors. The subcommittee began its deliberations at the time that the Ontario government had just announced new funds and new initiatives to tackle the problem of illiteracy. As new programs and services were starting up, new tutors were required to staff them. This target group was chosen because it was believed that tutors' needs could be more successfully met through

distance education than could the needs of new readers. It was hoped that a package of materials could be made available to those working in remote regions to help them begin the process of tutoring.

At the same time that the subcommittee decided its focus, it was learned that ACCESS Alberta, that province's educational broadcaster, was just completing a learning system called *Journeyworkers* in which video and print are used to train tutors and teachers of adult basic education. It was decided to take advantage of this material, modify it with print materials suitable for Ontario needs, and arrange for its distribution and use throughout the province.

In the meantime, PDR collected information about tutor-training practices in Ontario as well as in other provinces. This information showed that it was not altogether realistic to expect tutors to be able to function effectively entirely as a result of independent study; any project intended to support the development of tutors should take into account their need for face-to-face training. PDR also gathered research which showed that the value of video in learning is greatly enhanced if its application is mediated by people trained in its use.

It is for these reasons that the subcommittee decided that its project should concentrate on the effective use of video resource materials in tutor training, by means of workshops given in colleges and school boards and community agencies. This would enhance the value of *Journeyworkers*, as well as those TVO materials that could be used to demonstrate good practice. Each workshop would be tailored to the needs of the group receiving it, particularly those of rural and more remote areas. As a further enhancement to the *Journeyworkers* series, print materials for the beginning tutor would be developed; among other things, these would be used to tell tutors about the range of programs in Ontario as well as ways and means to get further information by linking up with other providers. Also, these materials would help the beginning tutor to use the video materials independently.

This committee experienced some difficulty in defining roles and responsibilities for the development and implementation of the project. Although TVOntario, the Ontario Literacy Coalition, the Learning Enrichment Foundation, and Frontier College had each given serious consideration to the possibility of taking responsibility for the lead, for a variety of reasons, each one had to decline. Finally, the member from the Lakehead Board of Education agreed to take the lead. However, the end result was that the government ministry responsible for literacy incorporated the work of the subcommittee into its plans, purchased the *Journeyworkers* series for distribution to community groups, and subsequently offered utilization workshops as well. As the Distance Education Committee was structured to

avoid duplication and overlap, the subcommittee decided that its objectives had been accomplished.

Among this subcommittee's achievements were its value as a forum for providers of adult basic education from across the province; this allowed participants to discuss the needs of learners, tutors, and programs and consider a range of distance education solutions. To facilitate these considerations, a knowledge base was established based on current information from provincial, national, and international sources; this information focused on literacy education, particularly as concerns the applications of distance education to this problem. A new understanding of the strengths and limitations of distance education in literacy education was gained by all participants.

Planning Framework Subcommittee

This highly motivated and goal-oriented group was composed of many of Ontario's distance education experts. Although the term by which they designated themselves and their concerns — "planning framework" — created confusion at the outset with other members of the Distance Education Committee, it soon became evident that this group was determined to develop a "framework" or tools to help improve the quality of the "planning" process and, consequently, of programs in the field of distance education.

Pooling their collective experience, the members of this subcommittee developed a lengthy rationale for such a project. The issues of most concern were: many practitioners of distance education come from conventional education backgrounds and often try to replicate their past classroom experiences; the learner is often not at the centre of planning activities; inadequate front-end planning often results in technology-driven programs; and, a large proportion of program funds are often spent on hardware and, to a lesser degree, on other program components such as learner support services, marketing, and even instructional design.

The target group for the proposed planning tools was defined as including providers, developers, and funders of distance education programs in school boards, colleges, universities, government, professional associations, business, industry, and labour organizations.

The subcommittee was committed to planning for learner-centred distance education. Because of this focus, commitment to the learner — one of the first potential tools discussed by the subcommittee — led to development of a

type of learner bill of rights. Using the United States-based Council on the Continuing Education Unit's "Principles of Good Practice in Continuing Education" as a model, the subcommittee produced a version of these principles for distance education. Permission was subsequently granted for the adaptation and publication of these as "Principles of Good Practice in Distance Education."

The major planning tool developed by this subcommittee was a checklist of issues and questions that planners, developers, or funders could refer to during the planning process. Preambles highlighted specific issues and a list of "who, what, why, when, and how" questions were organized under eight major headings representing the building blocks of distance education programs: political factors, administration, program/course design, learner support services, costing/economics, marketing, research and evaluation, and staff training and development. (See Appendix E for an abridged excerpt from the checklist.)

As the checklist was designed to raise the central concerns for any distance education planning, regardless of its institutional context, student body, funding, etc., it was decided to provide wide-ranging resource listings of articles, bibliographies, fact sheets, audiovisual resources, and resource agencies and individuals that could be helpful. A series of terms and expressions to be included in a distance education glossary was also developed.

Once these tools had been drafted, the subcommittee focused on the preparation of a funding proposal for the development and distribution of these materials. When the discussion centred on a lead organization to take on the project, consensus was soon reached that, because of its provincial mandate and the educational nature of the planning documents, the Ontario Institute for Studies in Education (OISE) would be the organization most able to bring the project to completion. A budget and staffing details were prepared, and possible funders were suggested.

Toward the end of this whole process, the British Columbia-based Open Learning Agency (OLA) expressed interest in collaborating on a learning package for distance education. This package was to include the planning tools, as the middle section of a series of resources. OLA would produce an introductory guide to distance education that would lead to the use of these planning tools and a larger resource kit (the latter would be developed by OLA). All these documents would follow the Principles of Good Practice in Distance Education and reflect the philosophy and organization of the subcommittee's checklist.

The Instructional Resources Development Centre at OISE has taken the responsibility for soliciting funding and subsequently completing the materials. Continuing cooperation with the OLA project will decide some of the distribution and promotion issues. As mentioned above, after the first plenary in February 1987, little was known of the Planning Framework group's goals and objectives other than the title of the subcommittee and the fact that the group did not want to focus on a specific subject area as did the other subcommittees. Its first meeting as a subcommittee (after the initial meeting in February) was scheduled months later--at the end of September 1987. However, the singularity of purpose of the group, their collective expertise and knowledge in the field of distance education, and their collaborative team spirit propelled the subcommittee to produce not only a solid proposal but a comprehensive draft of the proposed products. In fact, little effort remains to be spent on finalizing the content of the products. Rather, the proposal is aimed at securing funds to package and distribute the planning documents.

It is interesting to note that many members of the Planning Framework subcommittee travelled long distances to come to meetings, and took time to participate in teleconferences so that they could produce what they felt were crucially needed planning documents. It is also interesting to note that some members of this group had been most sceptical about the outcomes of the Distance Education Committee after the morning session in February 1987.

The Francophone Subcommittee

At the first meeting in February, the francophone representatives took the opportunity to reflect on the educational needs of Franco-Ontarians and on the possible uses of distance education by forming the Francophone subcommittee. As distance education is a relatively new field, considerable attention was given to raising awareness of its nature, its applications, and its possible impact in francophone education. Before elaborating a proposal for a specific project, the subcommittee decided first to consult the wider community as to its needs. At the same time, community and education representatives would receive information about distance education and about the goals and objectives of the Distance Education Committee. A day-and-a-half conference, called a *mini-sommet*, was organized for early May.

In preparation for this *mini-sommet*, the TVOntario members of the subcommittee, along with Normand Frenette of OISE, prepared various presentations, workshops, and support documents about distance education and the educational needs of Franco-Ontarians. Over 40 invitations were extended to representatives of educational associations, Franco-Ontarian

lobby groups, and community-based organizations. In keeping with the theme of cooperation and collaboration, René Guindon, then representing ACFO, co-chaired the mini-sommet with Noël Thomas of TVOntario.

The *mini-sommet* was successful at raising awareness as to the nature of distance education since it was, in essence, the first such forum offered to a broad-based Franco-Ontarian audience. It was also successful because the educational needs of the francophone community were discussed in terms of distance education. Three areas of need were identified: literacy, professional training in French, and the low rate of francophone participation in postsecondary education in Ontario. It was agreed that the subcommittee should concentrate on encouraging and preparing Franco-Ontarians to continue or undertake postsecondary programs.

A working group was formed to reflect on this subject and to prepare a proposal (or *devis* as it was referred to by the group and by the organizers of DEC). Sylvie Malaison, then with TVOntario and now with Radio-Québec, summarized the problem subsequently known as the issue of transition to postsecondary studies. This summary provided a springboard for reflection and for the preparation of the proposal. The working group was composed of Noël Thomas, Francine Lecoupe, and Sylvie Malaison of TVOntario, Pierre Leblanc of the Ministry of Colleges and Universities, and Raymond Tremblay of the Collège universitaire de Hearst.

The proposal targeted students still in high school and adults either at home or in the workforce. The objective was to encourage them to take on higher studies and prepare them to do so. The base of the proposal (rationale, objectives, target group, etc.) was prepared by the working group in consultation with the whole subcommittee; however, the project itself was elaborated collaboratively by Gérard Lafrenière and Jacques Berger of Laurentian University, Guy Lemieux of Cambrian College, Pierre Leblanc of the Ministry of Colleges and Universities, and Denise Paquette-Frenette of TVOntario. The main component of the learning system is a televised series which covers themes such as how to register for college or university, how to apply for financial assistance, how to tap into college or university social life, how to choose the right program, course of studies, and institution of higher learning, etc.

French Programming Services of TVOntario agreed to lead this project, with active participation from the members of the subcommittee. A television series entitled *Côté Campus* will be broadcast on La chaîne française in the winter of 1989, and will also be available in videocassette form. Subcommittee members will be called upon to assist the staff of French Programming Services in the development of community utilization

activities and print materials to accompany the series. This project is the only one that TVOntario accepted to lead and to finance by using base funding. The reasons for this decision are threefold: the subcommittee wanted TVOntario to do so and, in addition, promised to continue working collaboratively on this project; the Formation à distance sector of French Programming Services shares the concern about the low participation rate by Franco-Ontarians in postsecondary programs and is planning to continue exploring this issue in future productions and activities; and, funding has been granted by various government sources to pursue other projects related to this core concern.

With the project firmly in hand by French Programming Services, the members of the subcommittee realized that the Distance Education Committee was coming to an end. The members agreed that every effort should be made to ensure the continuation of reflection and collaboration on this subject.

It was suggested that the organization most apt to undertake the management of such a "reflection and action group" would be the Ministry of Colleges and Universities.

A letter to the Coordinator of French-Language Services at MCU was drafted. M. Lionel Poirier agreed to meet Noël Thomas and Francine Lecoupe to discuss informally the results of the Francophone subcommittee and the involvement of MCU in supporting a committee on distance education similar in makeup to the Francophone Subcommittee. M. Poirier then agreed to meet the whole subcommittee during its last meeting in April 1988.

As a result of the April meeting with M. Poirier, a formal letter was sent on behalf of the subcommittee requesting that the ministry consider taking the provincial responsibility for francophone distance education, and that the ministry sponsor a province-wide "reflection and action group" on distance education composed of francophone educators together with government and community group representatives.

The Francophone subcommittee was more concerned with process than with product. Although the subcommittee did produce a proposal in true collaborative spirit and successfully found a home for it, the highlight of the experience was related more to the fact that the Distance Education Committee was able to provide the francophone community with a forum in which to learn about distance education and to explore the uses of it for la francophonie. The opportunity for collaborative discussion and for networking was fully appreciated, and the spinoffs into other educational activities have been remarkable. In light of the implementation of Bill 8 on

French-language services in Ontario, it is not surprising that the subcommittee chose to communicate its success to the Ministry of Colleges and Universities and to lobby for increased Ministry involvement in francophone distance education and support for community input. For the members of the Francophone subcommittee, involvement in the Distance Education Committee was centred less on the completion of the specific task of preparing a project proposal than on taking another step in the long process of community development.

THE LAST PLENARY SESSION

The last plenary session was held 22 April 1988. The intent of this last session was to provide an opportunity for all Distance Education Committee members to share their experiences and learn about the outcomes of the four subcommittees. Representatives from each subcommittee summarized both the process their group had gone through and the proposals they had developed. In a lighthearted, informative show-and-tell fashion, each subcommittee presented its work, defining its final project, discussing the obstacles and challenges it had encountered, and describing how its difficulties had been resolved.

An important item on the agenda was the canvassing of the members' impressions of the DEC initiative as a whole. As this was an experiment for TVOntario, it was crucial for the organizers to receive feedback for evaluation purposes should TVOntario decide to embark on another similar venture. The comments received throughout the day were encouraging. During this plenary session, several members formally expressed their pleasure at having been part of the committee.

Gérard Lafrenière of Laurentian University asked that TVOntario "continue this new process of listening to people." He said that he had been a "caustic critic" of TVOntario because of past experience, but had encountered in this initiative a "new spirit of openness." He extended his thanks to those responsible and said that he now saw "the dawn of a new era of TVOntario." Cliff Bilyea of Wilfrid Laurier University said that he would like to "echo" Gérald's comments completely, especially in terms of the risks that TVOntario undertook in launching this initiative. He stated there were three factors operating which were determinants of its success and these factors should be planned for in any future initiative. These were: the fact that it was broad-based in its membership, drawing on people from across the province; secondly, that areas of focus were selected and that this led to results; and thirdly, that TVOntario accepted responsibility for supporting and coordinating the work but then transferred it back to other organizations.

Mimi Fullerton thanked all members and concluded that the process involved in managing the Distance Education Committee had been catalytic to the rethinking and recommitment to TVOntario's role as the provincial educational broadcaster.

ANALYSIS OF INITIATIVE

There are many reasons for the success of the Distance Education Committee initiative. Some are linked to the management style adopted by the staff of PDR. Management was nonconventional in that it was flexible to process, so that actions and activities could be modified as necessary. The approach was tied only to the firm goal of producing collaborative distance education proposals to improve access to educational opportunities in Ontario. There were no hidden agendas, no vested interests, and no institutional biases on behalf of TVOntario. It became clear that the benefits to TVOntario as sponsor of this initiative would be similar to those experienced by the other committee members, i.e., linking to and working with the other institutions and individuals involved in education.

Another reason for success was that the membership had been carefully selected to reflect the reality of the adult education community in Ontario. The list of members was designed to cover content, funding, and institutional expertise, and to include key individuals in colleges and universities, distance education experts, provincial and federal government representatives, school board representatives, and community leaders involved or interested in adult education and training. These people participated as individuals and not as institutional or government sponsors with clearly defined agendas.

Together with this representative group of concerned individuals, the nonprescriptive style of management built trust in the members to work together, to accept the goal presented by TVOntario as their own, and to define their own process. The level of cooperation and collaboration rose increasingly as the committee's goal and TVOntario's role in it became clearer and perhaps less suspect. TVOntario, as an equal partner, was, in effect, working <u>with</u> Ontario educators and not for them, or vice-versa.

This initiative also benefited from the trust conferred on PDR by TVOntario's Chairman, Director-General, and Executive Management Committee. The highly supportive, although arm's-length, relationship led to the transference of ownership of the project to PDR and the freedom to attempt a different and ultimately successful approach to community involvement by TVOntario.

The hard work and consistent support of PDR staff to the four subcommittees and the committee as a whole was crucial to the successful outcomes of DEC. Staff with pertinent management, research, and coordination skills were available within the department.

An important role that PDR staff undertook was directing the chairpersons of three of the four subcommittees in order to assist them in facilitating their group's deliberations. The fourth subcommittee was chaired by the Manager of PDR. Both the effective guidance by PDR and the chairs' strong facilitation skills ensured successful outcomes.

The use of teleconferences in the second half of the project, after face-to-face relationships had been established, was appreciated by all members, especially those having to travel long distances to reach Toronto. It was felt that the organizers respected the external members' time and workloads.

Finally, the external political and educational environments were exceptionally responsive to this initiative. Interest and funding opportunities were high for the development of distance education in the province from both the public and private sectors, and in the areas the subcommittees chose to focus on — literacy, job loss, francophone postsecondary and distance education, and planning in the field of distance education.

In reflecting on the 14-month-long process, the organizers of DEC have identified a few areas they felt could have been improved. One concern was the lack of a formal overview process that could have been used to evaluate progress, and that could have resulted in modifications as needed. As is so often the case, the pressure of the ongoing tasks meant that there was not enough time to reflect on the overall initiative. Each subcommittee was organized separately and, consequently, common problems and solutions were sometimes overlooked.

In an effort not to be too prescriptive during the first plenary meeting in February 1987, the co-chairs were not sufficiently directive. This resulted in initial confusion among the members as to the purpose of their participation. Symptomatic of these reactions is the long series of non-sequiturs that members expounded as they tried to grapple with the goals of the Distance Education Committee and the planned role of TVOntario, and of themselves. Although the Distance Education Committee was, in fact, a resounding success, the organizers realize that a more directive first encounter could have launched things on a more positive note.

It was acknowledged that the carefully selected membership contributed to the committee's success. However, because new members were added to the

subcommittees as their work evolved, it is now understood that an even more extensive and varied membership would have been beneficial. On the other hand, it would have been difficult to organize such a comprehensive list since "second guessing" the content and process of each of the four subcommittees would have been impossible early in 1987. The organizers now realize that a membership reevaluation stage in the first quarter of the initiative would have been worthwhile. As mentioned above, the majority of DEC members participated as concerned individuals free of institutional agendas and priorities. Although first seen as a strength, it became apparent that this could also be problematic, since securing institutional commitment on the various projects was not easily achieved.

Although arm's-length support was provided to PDR by TVO's Executive Management Committee, the organizers feel that more frequent information sessions should have been organized for key individuals at TVOntario not formally involved in DEC as to the nature, goals, and progress of the initiative.

RECOMMENDATIONS FOR FUTURE INITIATIVES

The following recommendations are suggested for TVOntario and other organizations wishing to embark on a development process similar to the Distance Education Committee initiative.

1. Adherence to the planning principle of working **with** community representatives and not for them or vice-versa.

2. Establishment of clear goals, planned final outcomes, and definition of the roles of the participants, with frequent reiteration during the project to ensure understanding and acceptance by all.

3. Trust in the group/subgroups and their collective expertise to arrive at desirable outcomes through personalized decision-making processes.

4. Preparation of a directive first encounter to contextualize and present the goals, describe the planned outcomes, define the roles, set the timelines, and clarify any areas of confusion.

5. Preparation of an overview process to monitor the evolution of the project with review/action/modification stages or check points in place for areas such as membership, scheduling of meetings, the use of teleconferencing, etc.

6. Establishment of an information exchange mechanism between the organizers and other sectors of the host organization.

7. Selection of strong facilitators who have a clear understanding of the project and of their roles.

8. Provision of strong research and coordination, as well as administrative support.

9. Understanding that small things, such as well-planned meals and coffee breaks, opportunities to engage in informal discussions and networking, access to telephones, comfortable meeting rooms, available office supplies, etc., please people and help put them in receptive frames of mind.

APPENDIX A

DISTANCE EDUCATION COMMITTEE
Membership
As at February 1988

Members of All Subcommittees

Mimi Fullerton -- Co-Chair
Director-General
TVOntario, Toronto

Judith Tobin -- Co-Chair
Manager
Planning and Development Research
TVOntario, Toronto

Sandra Campbell
Research Officer
Planning and Development Research
TVOntario, Toronto

Francine Lecoupe
Research Officer
Planning and Development Research
TVOntario, Toronto

Basic Functionality Subcommittee

Arthur Bull
Coordinator
English Programs for Citizenship Education
Literacy Unit, Training Support Branch
Ministry of Skills Development, Toronto

Rose Grotsky
Program Coordinator
Access Program Unit
Ministry of Skills Development, Toronto

Norma Kenny
Head of Media Resources
Adult Day School
City of York, Toronto

Kathryn McFarlane
Director
Educational Services
TVOntario, Toronto

John O'Leary
Director of Development
Frontier College, Toronto

Jack H. Playford
Principal
Continuing Education
Adult Basic Education Centre
Lakehead Board of Education, Thunder Bay

Frances Shamley
Chair
London Council for Adult Education, Glencoe

Peggy Varga
Program Coordinator
Dryden Adult Education Committee, Dryden

Gerry Wright
Senior Manager
Access Program Unit
Ministry of Skills Development, Toronto

Elisse Zack
Coordinator
Ontario Literacy Coalition, Toronto

Francophone Subcommittee

Pierrette Carrière
Département de formation de base des adultes
Campus Colonel By
Collège Algonquin, Ottawa

Diane Farmer
Conseillère en technologie éducative
Secteur Formation à distance
TVOntario, Toronto

Denis Fortin
Doyen des Services français
Collège Northern, South Porcupine

Normand Frenette
Directeur de projet
Centre de recherches en éducation franco-ontarienne
L'Institut d'études pédagogiques de l'Ontario, Toronto

Denis Gratton
Conseiller en technologie éducative
Secteur Formation à distance
TVOntario, Toronto

Anne Gilbert
Agent de recherche
L'Association canadienne-française de l'Ontario, Vanier

Gérard Lafrenière
Professeur de Commerce
Université Laurentienne, Sudbury

Pierre Leblanc
Adjoint aux programmes et politiques
Section des Affiares collégiales
Ministère des Collège et Universités, Toronto

Guy Lemieux
Directeur du Centre linguistique
Collège Cambrian, Sudbury

Donald McDonell
Coordinateur, Téléducation
Service de l'éducation permanente
Université d'Ottawa, Ottawa

Denise Paquette-Frenette
Chef, Réseaux communautaires
Secteur Formation à distance
TVOntario, Toronto

Pierre Pelletier
Directeur
Service de l'éducation permanente
Université d'Ottawa, Ottawa

Noël Thomas
Directeur, Formation à Distance
TVOntario, Toronto

Raymond Tremblay
Recteur
Collège universitaire de Hearst, Hearst

Occupational Preparation and Maintenance Subcommittee

Irene Anderson
Vice-President, Local 50
Communications and Electrical Workers of Canada
Ontario Region Office, Toronto

Lisa Avedon
Coordinator, Employment Adjustment Program
Plant Closure Review and Employment Adjustment Branch
Ministry of Labour, Toronto

Bob Czerny
Chief of Professional Development and Publications
General Records Centre
National Archives, Ottawa

Don Kelly
Director
Part-Time Learning
TVOntario, Toronto

Art Kruger
Principal
Woodsworth College
University of Toronto, Toronto

Peter Mallett
Dean
School of Media and Performind Arts Studies
Sheridan College, Oakville

Jim O'Neill
Chairperson
Business and Applied Arts
Continuing Education
St. Clair College, Windsor

Don Robertson
Educational Development Officer
Educational Services
TVOntario, Toronto

Jim Turk
Education Director
Ontario Federation of Labour, Toronto

Susan Wismer
President
Development Initiatives Inc., Guelph

Bill Wyman
Chief Analyst, Program Services
College Affairs Branch
Ministry of Colleges and Universities, Toronto

Planning Framework Subcommittee

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APPENDIX B

DEFINITION OF DISTANCE EDUCATION*

B. Holmberg (1977)

The term 'distance education' covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance, and tuition of a tutorial organization.

Basic to Holmberg's definition are two elements, both of which can be considered essential:

* the separation of teacher and learner.

* the planning of an educational organisation.

The separation of teacher and learner is fundamental to all forms of distance education whether they be print-based, audio/radio-based, video/television-based, or computer based. This separation differentiates distance education from all forms of conventional, face-to-face, direct teaching and learning.

The structuring of learning materials and the linking of these learning materials to effective learning by students through an educational organization differentiates distance education from private study, learning from interesting books or cultural television programmes.

* Source: The Foundations of Distance Education,
Keegan, Desmond, 1986, Croon Helm

APPENDIX C

TVONTARIO'S ROLE AND RESPONSIBILITIES IN THE DISTANCE EDUCATION COMMITTEE

TVONTARIO WILL PROVIDE:

* Meeting space and refreshments
* Transportation and accommodation for out-of-town participants
* Time, knowledge, and skills of TVOntario staff
* Secretarial support through the Planning and Development Research department for each of the four subcommittees; this support includes the collection, coordination, and circulation of research and information as required
* Preparation of agenda, contact with subcommittee members, and arrangements for meetings.

TVONTARIO CANNOT PROVIDE:

* Dollars for program development

WHAT TVONTARIO HOPES TO GAIN FROM THE PROCESS:

* New cooperative, collaborative partnerships with those mandated to provide for education and training in this province, in order to maximize access to education for adults in the province.

SUMMARY OF THE DISTANCE EDUCATION SUBCOMMITTES PROPOSALS

	Planning Framework	Francophone	Basic Functionality	Occupational Preparation and Maintenance
Objectives	To develop of learner-centered planning tools to help improve the quality of the planning process and programs in the field of distance education	a) To raise awareness of the potential of distance education in francophone education, and b) To prepare Franco-Ontarians to undertake post-secondary studies	To train trainers and teachers of adult basic education to use video	To undertake a feasibility study for a pilot project which will combine education with community-based collaborative action on issue of job loss
Target Groups	Providers, developers and funders of distance education programs in school boards, colleges, universities, government, professional associations, business, industry and labour organizations	Educators and community leaders, students still in high-school, adult learners at home or in the workforce.	Tutor trainers and teachers of adult basic education	Individuals experiencing job loss as well as their families, friends and the network of established community services
Products	A proposal to fund the completion and distribution of the planning tools developed by the subcommittee. *Principles of Good Practice in Distance Education (completed) *A Glossary of Terms *A comprehensive checklist of questions and issues *Resource materials such as articles, bibliographies fact sheets, lists of resource agencies and individuals and of audio-visual resources Media: print in the form of a workbook to encourage active use	a) A two day seminar for Franco-Ontarian educators and community leaders to raise awareness of distance education and to identify educational priorities for the community b) A learning system covering several themes in the promotion of post-secondary studies and the preparation of individuals to undertake such studies Media and Outreach Activities: a 13 part television series, broadcast and on video-cassette, a printed viewing guide, and community workshops	A proposal to fund the distribution of video based learning systems, utilization workshops on how to use video in training and the development of print materials to link tutors to the Ontario system and to enable use of the video in independent study.	A proposal to fund a feasibility study of the potential for print resource materials combined with educational broadcast and video and community-based workshops that address the issue of job loss.

SUMMARY OF THE DISTANCE EDUCATION SUBCOMMITTEE PROPOSALS

	Planning Framework	Francophone	Basic Functionality	Occupational Preparation and Maintenance
Institutional Arrangements	Negotiations under way between the Ontario Institute for studies in Education in Toronto and the British Columbia Open Learning Agency.	Lead: La chaine française of TVOntario Collaborators: members of the subcommittee in particular Cambrian College, Laurentian university, le Collège universitaire de Hearst and the Ontario Ministry of Colleges and Universities.	None (The Ontario Ministry of Skills Development announced plans to undertake a project similar to the one proposed by the subcommittee which then opted to not pursue their plans in the effort to avoid duplication)	Feasibility study to be conducted by Development Initiatives Inc, based in Guelph, Ontario.
Funding	Possibly an Ontario government ministry or the federal government depending on negotiations.	TVOntario	N/A	Under negotiation with an Ontario Government Ministry.

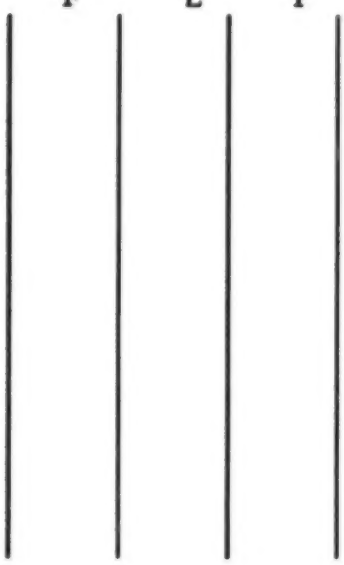
APPENDIX E

EXCERPT FROM THE PLANNING FRAMEWORK SUBCOMMITTEE CHECKLIST

Program/Course Design Issues

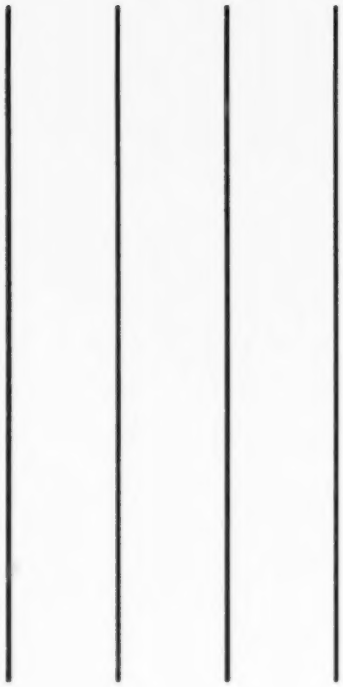
- Planning and course design must have priority over technological considerations. Technology driven programs are rarely successful.
- Copyright legislation must be understood by course designers. The implications of copyright and royalties are far-reaching.
- Distance education is learning-based not teaching-based and instructional design must reflect this.
- Etc.

Sample Questions



Who
- are the primary and secondary clients?
- holds copyright for materials developed in the institution: a faculty/staff or the institution?
- etc.

What
- are the objectives of the program, what is it going to do?
- communications media are available and which would lend itself most appropriately to the design: print, audio, video, etc, a combination?
- etc.



Where
- is the design process taking place: in-house or contracted out?
- etc.

Why
- is a particular design model /process selected?
- etc.

How
- will the design process be moderated?
- will the design deal with the issue of learner autonomy?
- will student support services fit the design?

etc.

F=Funder
L=Learner
P=Provider

N.B. When examining the questions, the user of the checklist can indicate in the columns whose perspective is being considered, or whose is most important or the most influencial.